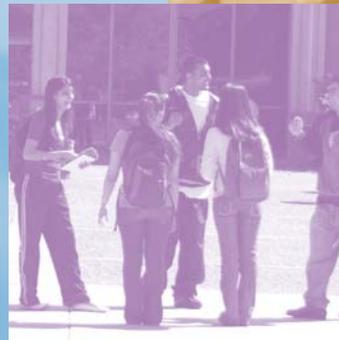


Contra Costa Community College District ADA TRANSITION PLAN UPDATE



ACCESSIBLE
TRANSITION

DRAFT PLAN
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Executive Summary

Introduction

The Americans with Disabilities Act (ADA) is a civil rights law that mandates equal opportunity for individuals with disabilities. The ADA prohibits discrimination in access to jobs, public accommodations, government services, public transportation and telecommunications. The Contra Costa Community College District (District) has undertaken a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities.

This report describes the process developed to complete the physical evaluation of District facilities: Contra Costa College, Diablo Valley College, Los Medanos College, the Brentwood Center, the San Ramon Valley Campus and the District Office headquarters; as well as present a Transition Plan Update for the modification of these facilities.

This document will guide the planning and implementation of facility modifications over the next several years. The ADA Transition Plan Update is significant in that it affirms the District's commitment to the development and maintenance of facilities that include all of its student body, staff, and members of the public.

Federal Accessibility Requirements

Contra Costa Community College District is obligated to observe all requirements of Title I in its employment practices; Title II in its policies, programs and services; any parts of Titles IV and V that apply to the District and its programs, services or facilities; and all requirements specified in the ADA Accessibility Guidelines (ADAAG).

State of California Accessibility Requirements

The California Code of Regulations, Title 24, Part 2 mandates that all publicly funded buildings, structures, walks, curb ramps, and related facilities shall be accessible to and usable by persons with disabilities. These regulations, often referred to as Title 24, pertain to Contra Costa Community College District buildings, parking facilities, walks and curb ramps that were constructed using state, county, or municipal funds or that are owned, leased, rented, contracted or sublet by the District.

District Board Policies and Administrative Procedures

The District must observe Board Policy 3020 from the Contra Costa Community College District Governing Board Policies and Administrative Procedures manual per the California Education Code, Sections 67310, 84850 Title 5, California Code of Regulations, Section 56000. This policy states the following regarding the District's Disabled Students Programs and Services:

- Students with disabilities shall be assisted to participate whenever possible in the regular education programs in the District.
- The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.
- DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, and academic counseling.
- No student with disabilities is required to participate in the Disabled Students Program and Services program.
- The Chancellor, or designee, shall assure that the DSPS program conforms to all requirements established by the relevant law and regulations.
- Student disability records shall be kept confidential and separate from Admission records.

Contra Costa Community College District's Approach

In April of 2008, Contra Costa Community College District initiated a comprehensive update of its ADA Transition Plan. The Transition Plan Update, in accordance with Title II of the Americans with Disabilities Act and requirements of the State of California and the Contra Costa Community College District Governing Board, included a survey of all facilities of the Contra Costa Community College District, including parking lots, buildings, recreation areas and campus paths of travel, where programs, services or support activities are provided for the public. Facilities at Contra Costa College, Diablo Valley College, Los Medanos College, the Brentwood Campus and San Ramon Valley Campus, as well as the District Office headquarters were included in the accessibility survey.

The ADA Transition Plan Update process was led by a team of District facilities planning staff and members of the Disabled Students Programs and Services (DSPS) from Contra Costa and Los Medanos Colleges and the Disability Support Services (DSS) of Diablo Valley College. Student participation in the development of the Transition Plan Update was encouraged. The District conducted an outreach program to hire students to be involved in the facility survey process. As a result, the facilities survey team included one student from Contra Costa College who received practical training in surveying and in-service training in the ADA and disability issues. Outreach was conducted throughout the ADA Transition Plan Update process in a variety of formats ranging from written and Braille surveys and online applications.

ADA Transition Plan Update: Process and Summary Findings

The process developed for the preparation of the ADA Transition Plan Update included a survey of campus facilities and prioritization of architectural barriers. The District conducted a detailed physical survey of architectural barriers in its buildings, parking and recreation facilities, and campus paths of travel during the summer of 2008. Those areas open to students and the public were

surveyed. The surveys provide the District an overview of the architectural elements that present barriers to people with disabilities from using its facilities and participating in its programs. These barriers were then recorded into a District database that will be used to prioritize and track the barriers as they are removed.

Facility Surveys

The survey process was accomplished using teams of surveyors equipped with measuring devices, facility diagrams and survey forms. The surveys identified physical barriers in District buildings, parking and recreation facilities, and campus paths of travel based on ADAAG and Title 24 standards. Diagrammatic sketches of each site and building or floor plan were annotated during the survey process and are included in the facility reports. The diagrams indicate the location of architectural barriers and are numbered to correspond to the facility report *Barrier Identification Table*. These annotated diagrams assisted District staff in prioritizing barriers for removal. The diagrams provide a visual reference for evaluating the physical and programmatic barriers posed by each architectural barrier.

Facility Reports

A facility report was produced for each building, parking lot and facility, and campus path of travel route. The reports detail each item found to be in noncompliance with ADAAG and Title 24 standards. The facility report for each site includes:

- **Barrier Identification Table:** Each specific barrier encountered during the survey process is listed in table format. Barriers are organized by architectural element and located by reference number on the facility diagram.
- **Conceptual Solution:** A feasible conceptual solution to resolving the barrier is provided in text format.
- **Cost Estimate:** A planning level cost estimate is provided for the removal of each barrier.
- **Priority Level:** A priority is given for each architectural feature and each action related to the removal of barriers.
- **Reference Diagram:** A reference diagram locates the barriers at each building, parking facility and path of travel.

Prioritization of Architectural Barrier Removal

District staff utilized the following criteria as the basis for prioritizing the removal of specific architectural barriers within a facility.

- **Priority One:** The highest priority is placed on those barrier removal items that provide accessibility at the main entrance of a facility or improve a path of travel to the portion of a facility where program activities take place (such as parking, walks, ramps, stairs, doors and corridors).
- **Priority Two:** A second level priority is placed on those barrier removal items that improve or enhance access to program use areas (such as pools, sports areas, offices and restrooms).

- **Priority Three:** A third level priority is placed on those barrier removal items that improve access to amenities serving program areas (such as drinking fountains, telephones, site furnishings and vending machines) and/or areas or features not required to be modified for accessibility (no public programs located in this area or duplicate features).
- **Priority Four:** A fourth level priority is given to areas or features not required to be modified for accessibility (for example, no public programs located in this area or duplicate features where accessibility is already provided)

It is the intent of the District to address those items listed as Priority One and Two within a time frame of one to seven years depending on immediate necessity, degree of complexity and overall funding availability.

Contra Costa Community College District reserves the right to adjust barrier removal priorities in order to allow flexibility in accommodating community requests, petitions for reasonable modifications from persons with disabilities, and changes in District programs.

On-Going Accessibility Improvements

Opportunities for further improvement of District services and facilities will continue to arise as advances are made in technology and the provision of programs for people with disabilities.

The Contra Costa Community College District facilities planning staff is responsible for developing both new and renovation projects in compliance with all applicable codes and regulations including the Americans with Disabilities Act. The California Division of the State Architect reviews all District building plans for access compliance. Additionally, a District facility database developed during this ADA Transition Plan Update process will track completion dates for accessibility renovations to existing facilities.

1 ADA Transition Plan Update Development Process

1.1 INTRODUCTION

1.1.1 OVERVIEW

The Americans with Disabilities Act (ADA) is a comprehensive civil rights law for persons with disabilities in both employment and the provision of goods and services. The ADA states that its purpose is to provide a “clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” Congress emphasized that the ADA seeks to dispel stereotypes and assumptions about disabilities and to assure equality of opportunity, full participation, independent living and economic self-sufficiency for people with disabilities. Appendix I provides definitions for terms used in this report that are found in the ADA and the ADA Accessibility Guidelines (ADAAG).

This ADA Transition Plan Update is prepared in fulfillment of the requirements set forth in Title II of the ADA. The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. The ADA Transition Plan Update will assist Contra Costa Community College District in identifying physical barriers to accessibility and in developing barrier removal solutions that will facilitate the opportunity of access to all individuals.

This report describes the process by which Contra Costa Community College District facilities were evaluated for compliance with Title II of the ADA; presents the findings of that evaluation; and establishes the plan for accessibility improvements. Section 1 provides an overview of the requirements and the process for developing the ADA Transition Plan Update. Section 2 addresses the findings and recommended actions, including a schedule of barrier removal related to the District’s three main campuses and their related programs for providing accessible buildings, parking facilities and paths of travel.

1.1.2 FEDERAL LEGISLATIVE MANDATE

The development of a Transition Plan is a requirement of the federal regulations implementing the Rehabilitation Act of 1973, which require that all organizations receiving federal funds make their programs available without discrimination toward people with disabilities. Section 504 of the Rehabilitation Act, which has become known as the “civil rights act” of persons with disabilities, states that:

“No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Subsequent to the enactment of the Rehabilitation Act, Congress passed the Americans with Disabilities Act (ADA) on July 26, 1990. Contra Costa Community College District is obligated to observe all requirements of Title I of the ADA in its employment practices; Title II in its policies, programs and services; any parts of Titles IV and V that apply to the District, its programs, services or facilities; and all requirements specified in the ADA Accessibility Guidelines (ADAAG) that apply

to facilities. The Department of Justice's Title II regulation adopts the general prohibitions of discrimination established under Section 504 and incorporates specific prohibitions of discrimination for the ADA. Title II provides protections to individuals with disabilities that are at least equal to those provided by the nondiscrimination provisions of Title V of the Rehabilitation Act.

This federal legislative mandate, therefore, prohibits Contra Costa Community College District from, either directly or through contractual arrangements:

- Denying persons with disabilities the opportunity to participate in services, programs or activities that are not separate or different from those offered others, even if the District offers permissibly separate or different activities.
- In determining the location of programs and services, making selections that have the effect of excluding or discriminating against persons with disabilities.

This report, and certain documents incorporated by reference, establishes the ADA Transition Plan Update for Contra Costa Community College District.

1.1.3 STATE OF CALIFORNIA REQUIREMENTS

In addition to federal legislation, the California Code of Regulations (CCR), Title 24, Part 2 mandates that all publicly funded buildings, structures, sidewalks, curbs and related facilities in California shall be accessible to and usable by persons with disabilities. These regulations, often referred to as Title 24, pertain to Contra Costa Community College District buildings, parking facilities and lots, walks, and curb ramps that were constructed using state, county or municipal funds or that are owned, leased, rented, contracted or sublet by the District. Title 24 requires that persons with disabilities may approach, enter and exit buildings. This includes access to restrooms, drinking fountains and telephones and applies to new construction and specific areas of existing buildings when remodeled. Title 24 requirements regarding the accessibility of parking lots and structures include the following.

- In the aggregate, where parking is provided for the public as clients, or guests of employees, the required number of accessible disabled parking stalls shall be provided;
- When a parking facility does not serve a particular building, accessible parking shall be located on the shortest route to an accessible pedestrian entrance of the parking facility; and
- In buildings with multiple accessible entrances with adjacent parking, accessible spaces should be dispersed and located closest to accessible entrances.

Title 24 regulations and standards were also incorporated in the evaluation of architectural barriers in Contra Costa Community College District buildings, campus paths of travel and parking facilities.

1.1.4 CONTRA COSTA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD POLICY 3020 – DISABLED STUDENTS PROGRAM AND SERVICES

Contra Costa Community College District Governing Board Policies and Administrative Procedures per the California Education Code, Sections 67310, 84850 Title 5, and California Code of Regulations, Section 56000 state that the Disabled Students Programs and Services are required to observe the following:

- Students with disabilities shall be assisted to participate whenever possible in the regular education programs in the District.
- The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.
- DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, and academic counseling.
- No student with disabilities is required to participate in the Disabled Students Program and Services program.
- The Chancellor, or designee, shall assure that the DSPS program conforms to all requirements established by the relevant law and regulations.
- Student disability records shall be kept confidential and separate from Admission records.

Additionally, the District must observe Education Codes 67301(c), 67310 (f), and 67312(a)(4) and (b) to provide accessible programs, services and activities at all facilities associated with the Contra Costa Community College District.

67301(C)

“The Board of Governors of the California Community Colleges and the Trustees of the California State District shall, and the Regents of the District of California may, establish procedures for the purpose of conducting biennial audits to determine whether individual campuses are in compliance with all state building code requirements relating to the location and the designation of minimum percentages of available campus parking spaces for use by students with disabilities, as determined by guidelines of Section 14679 of the Government Code, Section 2-7102 of Title 24 of the California Code of Regulations, Part 40 (commencing with Section 40.1) of Title 24 of the Code of Federal Regulations, Section 1190.31 of Title 36 of the Code of Federal Regulations, or their successor provisions, or any other applicable provisions of law, whichever provides the greater accessibility for disabled persons.”

67310 (F)

“Pursuant to Section 67312, postsecondary institutions shall demonstrate institutional accountability and clear program effectiveness evaluations for services to students with disabilities.”

67312 (A)

“The Board of Governors of the California Community Colleges and the Trustees of the California State District shall, for their respective systems, and the Regents of the District of California may, do the following:

(4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.”

67312 (B)

“Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State District shall, for their respective systems, and the Regents of the District of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision

(a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.”

1.1.5 DISCRIMINATION AND ACCESSIBILITY

There are two types of accessibility: physical accessibility and program accessibility. Absence of discrimination requires that both types of accessibility be provided.

The ADA establishes requirements to ensure that buildings and facilities are accessible to and usable by people with disabilities. Design guidelines to achieve accessibility have been developed and are maintained by the Access Board under the jurisdiction of the ADA. The ADA Accessibility Guidelines (ADAAG) cover a wide variety of facilities (including buildings, outdoor recreation areas, and curb ramps) and establish minimum accessibility requirements for new construction and alterations to these facilities. The District may achieve physical accessibility by ensuring that a facility is barrier-free and meets ADAAG technical requirements and State of California standards, including those found in Title 24. Barriers include any obstacles that prevent or restrict the entrance to or use of a facility.

Programmatic accessibility includes physical accessibility, but also entails all policies, practices and procedures that permit people with disabilities to participate in programs and to access information. Program accessibility requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity’s programs and services.

The District may achieve program accessibility by a number of methods, both structural and non-structural:

- Structural methods such as altering an existing facility;

- Acquisition or redesign of equipment;
- Assignment of aides; and/or
- Providing services at alternate accessible sites.

When choosing a method of providing program access, the District will give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities. In compliance with the requirements of the ADA, the District provides equality of opportunity but does not guarantee equality of results.

1.1.6 UNDUE BURDEN

The District does not have to take any action that it can demonstrate would result in a fundamental alteration in the nature of a program or activity, would create a hazardous condition for other people or would represent an undue financial and administrative burden. This determination can only be made by the ADA coordinator, college presidents, department head or designee and must be accompanied by a statement citing the reasons for reaching that conclusion.

The determination that an undue financial burden would result must be based on an evaluation of all resources available to the District. For example, if a barrier removal action is judged unduly burdensome, the District must consider other options for providing access that would ensure that individuals with disabilities receive the benefits and services of the program or activity.

1.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT'S APPROACH

Contra Costa Community College District's original ADA Transition Plan was completed during 1996-97. While this Plan was thorough and comprehensive, many changes to the District's three major campuses have occurred. Voters of Contra Costa County passed two facility bond measures enabling the Contra Costa Community College District to refurbish aging facilities, build new facilities to accommodate enrollment growth, and purchase equipment for classrooms. Measure A is a \$120-million bond measure, passed on March 5, 2002, and Measure A+ is a \$286.5 million bond measure passed on June 6, 2006. Bond funds may only be used for the construction, reconstruction, rehabilitation, or replacement of college facilities, including the furnishing and equipping of college facilities, or the acquisition or lease of real property for college facilities.

The Transition Plan Update, in accordance with Title II of the Americans with Disabilities Act and requirements of the State of California included a survey of all campus facilities, including parking facilities, buildings, recreation areas and campus paths of travel, where programs, services or support activities are provided for the public. Facilities at the District Office headquarters, Contra Costa College, Los Medanos College and Diablo Valley College, as well as the affiliate campuses at the Brentwood Center and San Ramon Valley location were included in the accessibility survey.

The ADA Transition Plan Update process was led by a team of District facilities planning staff and members of the Disabled Students Programs and Services (DSPS) from Contra Costa and Los Medanos Colleges and the Disability Support Services (DSS) of Diablo Valley College.

The District conducted an outreach program to hire students to be involved in the facility survey process. As a result, the facilities survey team included one student from Contra Costa College who received practical training in surveying and in-service training in the ADA and disability issues. Outreach was conducted throughout the ADA Transition Plan Update process in a variety of formats ranging from written and Braille surveys to online applications.

1.3 ADA TRANSITION PLAN UPDATE DEVELOPMENT REQUIREMENTS

The ADA sets forth specific requirements for the preparation of an acceptable Transition Plan. At a minimum, the elements of the plan should include:

- A list of the physical barriers in District facilities that limit the accessibility of its programs, activities or services to individuals with disabilities;
- A detailed outline of the methods to be used to remove these barriers and meet the current standards and accessibility regulations;
- A schedule for taking the steps necessary to remove architectural barriers;
- The name of the individual(s) responsible for the plan's implementation.

1.4 ADA TRANSITION PLAN UPDATE DEVELOPMENT PROCESS

The process developed and implemented to complete Contra Costa Community College District's ADA Transition Plan Update included extensive meetings with District facilities planning and members of the Disabled Students Programs and Services (DSPP) from Contra Costa and Los Medanos Colleges and the Disability Support Services (DSS) of Diablo Valley College as well as feedback from the public.

1.4.1 INTRODUCTION

Services and programs offered by Contra Costa Community College District to the public must be accessible. Accessibility applies to all aspects of a program or service, including advertisement, orientation, eligibility, participation, testing or evaluation, physical access, provision of auxiliary aids and transportation.

The goals of the ADA Transition Plan Update were:

- To conduct an accessibility evaluation of the facilities of the three main campuses and their affiliates as well as facilities and the District Office headquarters;
- To develop facility accessibility recommendations for the District and each of its campuses; and
- To ensure that the views of the disability community are included in the development of the District's Transition Plan Update.

The process of making District facilities accessible to all individuals will be an on-going one, and the District will continue to review accessibility issues and periodically evaluate the success of improving access to its facilities.

1.4.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT TRANSITION PLAN WORKING GROUP

Members of the Disabled Students Programs and Services (DSPS) from Contra Costa and Los Medanos Colleges and the Disability Support Services (DSS) of Diablo Valley College participated in the update of the ADA Transition Plan. This included the implementation of a questionnaire to allow students to voice their opinion regarding accessible services, programs and activities provided by each campus. The questionnaires were distributed via the DSPS/DSS in all formats including Braille. The Transition Plan Working Group also participated directly in the prioritization of the architectural barriers identified during the facilities survey.

1.4.3 STUDENT PARTICIPATION IN THE TRANSITION PLAN UPDATE

The District did extensive outreach to job boards and online employment services at all three campuses to include students in the facility survey process. One qualified student from Contra Costa College was recruited to join the facility survey team. Under the direction and supervision of the consultant team, this student received practical, hands-on, paid technical training in state and federal accessibility regulations, surveying methods for compliance with access regulations, preparing simple floor plan diagrams, and data entry.

1.4.4 PUBLIC OUTREACH PROCESS

Outreach to the community was initiated with the help of the DSPS and DSS. A questionnaire to raise awareness of specific accessibility issues was distributed to all three campuses before the facility survey commenced. Participants provided comments about universal design and inclusivity at the three campuses. Many suggested that while the built environment is important, supportive policies and attitudes are also important in creating an inclusive environment.

CONTRA COSTA COLLEGE - CAMPUS PROGRAM IMPROVEMENT SURVEY

Below are sample comments provided by students from Contra Costa College. 26 students and faculty members responded to the survey. Details of all responses may be found in Appendix II – Student Survey Results.

- There is no elevator in the Gym Annex where classes are held.
- The manual lever provided to raise or lower computers is convenient.
- Doors to everything on campus are heavy and automatic buttons don't always work.
- DSPS is really helpful and understanding; they play a key role in my goal to return to the working world.

DIABLO VALLEY COLLEGE - CAMPUS PROGRAM IMPROVEMENT SURVEY

Below are sample comments provided by students of Diablo Valley College. 39 students responded to the survey. Details of all responses may be found in Appendix II – Student Survey Results.

- Faculty offices are sometimes hard to find, but for the most part, easy to access.
- Additional directional signage in the busy campus areas would be helpful.
- The math lab is excellent.
- DSS has a very friendly staff and is always willing to help.

LOS MEDANOS COLLEGE - CAMPUS PROGRAM IMPROVEMENT SURVEY

Below are sample comments provided by students of Los Medanos College. 12 students responded to the survey. Details of all responses may be found in Appendix II – Student Survey Results.

- There needs to be a larger space allocated for the DSPS and High Tech Center – especially on testing days.
- Tables and chairs in the classrooms are too small.
- Directional signage on campus needs to be improved. Many of the signs are too small.
- The Student Union is difficult to maneuver with a wheelchair.

1.4.5 THE DISTRICT'S ON-GOING COMMITMENT TO ACCESSIBILITY

The District's commitment to accessibility is reflected by the ongoing use and implementation of the ADA facility database. All physical barriers identified during the ADA Transition Plan process were recorded in this database. The District will use this data to implement capital improvement projects not directly addressed in the Facilities Master Plan, as well as record and track the removal of barriers through the maintenance program or as new construction replaces or modifies existing facilities.

2 ADA Transition Plan Update

2.1 INTRODUCTION

The ADA Transition Plan Update presents the findings of the facility surveys and public participation process conducted by the District during the summer 2008.

The following information is included in the Transition Plan Update for the removal of architectural barriers to program access:

- **Identification of the architectural barriers to program access:** Refer to Appendix IV – Facility Reports
- **Identification of the specific barrier removal actions and architectural modifications:** Refer to Appendix IV – Facility Reports.
- **Identification of a schedule for barrier removal:** Refer to the Schedule(s) for Barrier Removal in Sections 2.3, 2.4 and 2.5.
- **Identification of responsibility for ensuring barrier removal:** The responsibility for ensuring barrier removal resides with District facilities planning team and members of the facility staff at each campus.

2.1.1 FACILITY SURVEY PROCESS

The survey process was accomplished using teams of surveyors equipped with measuring devices, facility diagrams and survey forms. The survey process identified physical barriers in District buildings, parking and recreation facilities, and campus paths of travel based on ADAAG and Title 24 standards. Diagrammatic sketches of each site and building or floor plan were annotated during the survey process and are included in the facility reports. The diagrams indicate the location of architectural barriers and are numbered to correspond to the facility report *Barrier Identification Table*. These annotated diagrams will assist District staff in prioritizing barriers for removal. The diagrams provide a visual reference for evaluating the physical and programmatic barriers posed by each architectural barrier.

2.1.2 FACILITY REPORTS

A facility report has been produced for each site and building, detailing each item found to be in noncompliance with ADAAG and Title 24 standards. The facility report for each site includes:

- **Barrier Identification Table:** Each specific barrier encountered during the survey process is listed in table format. Barriers are organized by architectural element and located by reference number on the facility diagram.
- **Conceptual Solution:** A feasible conceptual solution to resolving the barrier is provided in text format.
- **Cost Estimate:** A cost estimate is provided for the removal of each barrier.

- **Priority Level:** A priority is given for each architectural feature and each action related to the removal of barriers.
- **Reference Diagram:** A reference diagram locates the barriers at each building, parking facility and path of travel.

2.2 TRANSITION PLAN—DISTRICTWIDE PRIORITIES

2.2.1 OVERALL CAMPUS BARRIER REMOVAL PRIORITIES

Recognizing that the District has limited funds and cannot immediately make all facilities fully accessible, the following criteria were applied as the basis for prioritizing the removal of architectural barriers campuswide:

- **Number of users:** The facility serves a large number of people, including persons with disabilities.
- **Unique facilities:** The facility houses programs that cannot be easily shifted to another location.
- **Current degree of accessibility:** The facility is in need of substantial access improvements.
- **Long-term planning status:** The facility is scheduled for improvements that will include accessibility, or the facility is scheduled for demolition or will no longer be used.

2.2.2 SPECIFIC BARRIER REMOVAL PRIORITIES WITHIN A FACILITY

The criteria listed below were used to assist in the determination of specific program-based barrier removal actions within a facility for this Transition Plan Update.

1. **Primary access and path of travel:** The highest priority is placed on those barrier removal items that provide accessibility at the main entrance of a facility or improve a path of travel to the portion of the facility where program activities take place (for example, parking, walks, ramps, stairs, doors, and corridors)
2. **Program area:** A second level priority is placed on those barrier removal items that improve or enhance access to program use areas (for example, class rooms, department offices, and restrooms)
3. **Amenities:** A third level priority is placed on those barrier removal items that improve access to amenities serving program areas (for example, drinking fountains, telephones, site furnishings, and vending machines)
4. **Not required to be modified:** A fourth level priority is given to areas or features not required to be modified for accessibility (for example, no public programs located in this area or duplicate features where accessibility is already provided)

Since not all of barriers must be removed in order to provide program access, those barriers that limit access to programs, services and activities are given first priority. These criteria will also be used for prioritizing the removal of architectural barriers in future projects.

2.2.3 STRATEGIES FOR THE REMOVAL OF THE BARRIER

Often, an identified architectural feature will have several barrier removal actions associated with it. The District used the following guidelines to categorize the action to remove a physical barrier.

Maintenance project: A barrier that can be removed immediately by the maintenance staff.

For example:

- Adjust door closers
- Paint indicator stripes on stair nosing
- Install signage
- Replace door hardware

Short-term project: A barrier that may require assistance from a contractor, but the barrier can be addressed in the short-term. For example:

- Install stair and ramp handrails
- Modify restroom partitions
- Install wing walls for drinking fountains

Pending campus project: A barrier that is already scheduled to be removed under another scope of work. For example: new construction in the design stage per the campus master plan.

Long-term planning project: Long-range planning and funding issues need to be identified and resolved before this barrier can be removed.

2.2.4 TIME FRAMES FOR COMPLETION

It is the intent of the District to address those items listed as Priority One and Two within a time frame of one to seven years depending on immediate necessity, degree of complexity and overall funding available. In general, Priority Three items do not inhibit a person's ability to access or participate in a District program or event. All barriers were prioritized and recorded into a District database and is subject to change as the Facility Master Plan projects are implemented.

2.3 TRANSITION PLAN—CONTRA COSTA COLLEGE

2.3.1 SCHEDULE OF BARRIER REMOVAL

Please refer to Section 2.2 – Districtwide Priorities to review guidelines that determined the rank order of buildings for each campus.

High Priority
Applied Arts and Admin Building
Art Building
Biological Science Building
Gym Annex
Men's Locker Building
Path of Travel
Physical Science Building
Women's Locker Building

Medium Priority
Automotive / CTC* (New Construction)
Baseball Press Box and Fields
Gym
Performing Arts Center

Low Priority
Custodial Office
Early Learning Center
Football Concession Building
Health Science Building
Humanities Building
Liberal Arts
Library Building
Maintenance
Music Building
Student Activities
Student Services* (New Construction)

*NOTE: New construction was not surveyed.

2.4 TRANSITION PLAN—DIABLO VALLEY COLLEGE

2.4.1 SCHEDULE OF BARRIER REMOVAL

Please refer to Section 2.2 – Districtwide Priorities to review guidelines that determined the rank order of buildings for each campus.

High Priority
Viking Field – Stadium* (New Construction)
Performing Arts
Performing Arts Drama Lab
Faculty Offices
Gymnasium
Physical Education
Counseling
Ornamental Horticulture
Swimming Pool
Performing Arts Faculty Offices
Administration Building

Medium Priority
Art Building
Education Talent Search Portable
Engineering Technology Center
Family Life
Math
Men's Locker Room
Path of Travel
Science Center
Science Center 2
Science Center 7
Women's Locker

Low Priority
Advanced Technology Center
Business and Foreign Language
College for Kids Portable
Hotel/ Restaurant Management
Humanities
Learning Center
Liberal Arts
Library
Life and Health Science
Music
Physical Ed. Classroom Portables
Physical Education Office Building
Physical Science
Planetarium
Press Box
Storage Room
Student Activities
Student Service Center
Student Union
Warehouse/ Maintenance Building

*NOTE: New construction was not surveyed.

2.5 TRANSITION PLAN—LOS MEDANOS COLLEGE

2.5.1 SCHEDULE OF BARRIER REMOVAL

Please refer to Section 2.2 – Districtwide Priorities to review guidelines that determined the rank order of buildings for each campus.

High Priority
Child Study Center
College Complex - Business Labs
College Complex - Classrooms, Astro Lecture, Social Science
College Complex - Kitchen, Dining, Bookstore
College Complex - Language Arts, Classrooms and Reading Room
Library
Music Department
Path of Travel

Medium Priority
Appliance Repair, Welding Lab, Small Engine Lab
Gym
Journalism
Math Building* (New Construction)
Men and Women's Locker Buildings
PE Classrooms Concessions and Restrooms
P. Tec Area
Science Building* (New Construction)

Low Priority
Administration and Student Services
College Complex - Comp Rep., Classrooms and Math Lab
College Complex - Math Labs
College Complex - Nursing
College Complex - Reading and Writing Center
Graphic Arts Lab
Office of Instructions
Pool Equip Bldg and PE Storage Bldg
Science Labs

*NOTE: New construction was not surveyed.

APPENDIX I

ACCESSIBILITY DEFINITIONS

Following is a summary of many definitions found in the ADA and ADAAG. Please refer to the Americans with Disabilities Act of 1990, the Title II Technical Assistance Manual, and the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) as amended through September 2002 for the full text of definitions and explanations.

ACCESSIBLE ROUTE

An accessible route is a continuous unobstructed path that connects all accessible elements and spaces of a building or facility and that complies with Chapter 4 of ADAAG. Interior accessible routes may include corridors, floors, ramps, elevators, lifts and clear floor space at fixtures. Exterior accessible routes may include parking access aisles, curb ramps, crosswalks at vehicular ways, walks, ramps and lifts.

AUXILIARY AIDS AND SERVICES

The term auxiliary aids and services includes:

- Qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;
- Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
- Acquisition or modification of equipment or devices; and
- Other similar services and actions.

COMPLAINT

A complaint is a claimed violation of the ADA.

CURB RAMP

A curb ramp is a short ramp cutting through a curb or built up to it.

DETECTABLE WARNING

Detectable warnings are standardized surface features built in or applied to walking surfaces or other elements to warn individuals with visual impairments of hazards on a circulation path.

DISABILITY

The term disability means, with respect to an individual:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- A record of such impairment; or
- Being regarded as having such impairment.

A. Qualified Individual with a Disability

A qualified individual with a disability means an individual with a disability who, with or without reasonable modification to rules, policies, or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the City.

B. Regarded as Having a Disability

An individual is disabled if she or he is treated or perceived as having an impairment that substantially limits major life activities, although no such impairment exists.

DISCRIMINATION ON THE BASIS OF DISABILITY

Discrimination on the basis of disability means to:

- Limit, segregate, or classify a citizen in a way that may adversely affect opportunities or status because of the person's disability;
- Limit, segregate, or classify a participant in a program or activity offered to the public in a way that may adversely affect opportunities or status because of the participant's disability;
- Participate in a contract that could subject a citizen with a disability to discrimination;
- Use any standards, criteria, or methods of administration that have the effect of discriminating on the basis of disability;
- Fail to make reasonable modifications to accommodate known physical or mental limitations of an otherwise qualified individual with a disability unless it can be shown that the modification would impose an undue burden on the City's operations;
- Use selection criteria that exclude otherwise qualified people with disabilities from participating in the programs or activities offered to the public; and
- Fail to use tests in a manner that ensures that the test results accurately reflect the qualified applicant's skills or aptitude to participate in a program or activity.

PHYSICAL OR MENTAL IMPAIRMENTS

Physical or mental impairments may include, but are not limited to: vision, speech, and hearing impairments; emotional disturbance and mental illness; seizure disorders; mental retardation; orthopedic and neuromotor disabilities; learning disabilities; diabetes; heart disease; nervous conditions; cancer; asthma; hepatitis B; HIV infection (HIV condition); and drug abuse if the drug user has successfully completed or is participating in a rehabilitation program and no longer uses illegal drugs.

The following conditions are not physical or mental impairments: transvestitism; transexualism; current illegal drug use; homosexuality or bisexuality; compulsive gambling; kleptomania; pyromania; pedophilia; exhibitionism; voyeurism; pregnancy; height; weight; eye color; hair color; left-handedness; poverty; lack of education; a prison record; and poor judgment or quick temper that are not symptoms of a mental or physiological disorder.

HAVING A RECORD OF IMPAIRMENT

An individual is disabled if he or she has a history of having an impairment that substantially limits the performance of a major life activity; or has been diagnosed, correctly or incorrectly, as having such impairment.

MARKED CROSSING

A marked crossing is a crosswalk or other identified path intended for pedestrian use in crossing a vehicular way.

PROGRAM ACCESSIBILITY

A public entity's services, programs, or activities, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. This standard, known as program accessibility, applies to all existing District facilities.

REASONABLE MODIFICATION

If individuals' disabilities prevent them from performing the essential functions of the program or activity, it is necessary to determine whether reasonable modification would enable these individuals to perform the essential functions of the program or activity.

Reasonable modification is any change in program or activity or in the way things are customarily done that enables an individual with a disability to enjoy equal program opportunities. Modifications may mean adjustments:

- To a registration or application process to enable an individual with a disability to be considered for the program or activity; and
- That enable individuals with disabilities to enjoy equally the benefits of the program or activity as other similarly situated individuals without disabilities enjoy.

Modification includes making existing facilities and equipment used by individuals readily accessible and usable by individuals with disabilities.

Modification applies to:

- All decisions and to the application or registration process;
- All services provided in connection with the program or activity; and
- Known disabilities only.

Modification is not required if:

- It changes the essential nature of a program or activity;
- It creates a hazardous situation; or
- It poses an undue burden.

SERVICE ANIMAL

The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or

certified by a state or local government. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Some of the typical uses of service animals are:

- Guiding persons with visual impairments;
- Alerting persons with hearing impairments to sounds;
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments;
or
- Assisting persons with mobility impairments to maintain their balance.

Although a number of states have programs to certify service animals, agencies or businesses may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.

SUBSTANTIAL LIMITATION OF MAJOR LIFE ACTIVITIES

An individual is disabled if she or he has a physical or mental impairment that:

- Renders her or him unable to perform a major life activity, or
- Substantially limits the condition, manner, or duration under which she or he can perform a particular major life activity in comparison to other people.

Major life activities are functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

In determining whether a physical or mental impairment substantially limits the condition, manner, or duration under which an individual can perform a particular major life activity in comparison to other people, the following factors shall be considered:

- The nature and severity of the impairment;
- The duration or expected duration of the impairment; and
- The permanent or long-term impact (or expected impact) of or resulting from the impairment.

APPENDIX II

STUDENT SURVEY RESULTS

Sample Survey Form

Contra Costa College Results

Diablo Valley College Results

Los Medanos College Results

**Accessibility Survey
Contra Costa Community College District**

We need your help to make your Community College a more accessible place for people with disabilities!

The purpose of this survey is to record your experiences using campus facilities. The results of this survey will be incorporated in the Americans with Disabilities Act (ADA) Self-Evaluation and Transition Plan that is currently underway by the Contra Costa Community College District. This information will help insure that campus programs and services are accessible to people with disabilities, and will assist in implementing physical campus improvements that need to be made in the future.

Please check one of the appropriate boxes for each question.

Which College do you attend?

- Contra Costa College
- Diablo Valley College
- Los Medanos College

I am ...

- A new student
- A returning student
- A graduate/alumni
- Faculty/staff

How many days per week do come to campus?

- One day per week
- Two days per week
- Three or more days a week

How do you travel to campus?

- Bus
- Car
- Bicycle
- Other _____

Please describe the accessibility of the following campus facilities and list any problems you have encountered with these places. Please be specific.

Classrooms

Restrooms

Labs (including computer workstations) or specialized educational facilities

Food Service, Student Union, Bookstore

Campus Pathways

Campus Pick-Up/Drop-Off Zones

Faculty Offices

Administrative Offices

Physical Education/Sports Facilities

Campus Signs and Maps

Do you have other accessibility concerns?

Do you use the Disabled Student Services and Programs at your campus?

Yes

No

Comments

Thank you for participating in the completion of this survey! Please return your completed survey to your campus Disabled Student Programs and Services. We need to receive your response no later than **JUNE 30, 2008!**

Contra Costa College

Disabled Student Programs and Services
Humanities Building, Room 19

Diablo Valley College

Disabled Students Services
Room SS-202B

Los Medanos College

Disabled Student Programs and Services
Room CC-3420

OR mail the survey to:

Contra Costa College Community College District

Ann Kroll, Project Manager
ADA Self-Evaluation and Transition Plan
500 Court Street
4th Floor Facilities
Martinez, CA 94553

Contra Costa College
of Surveys = 26
New Students = 2
Returning Students = 17
Graduates/ Alumni = 1
Faculty/ Staff = 8
Days per week on campus
One day = 0
Two days = 1
Three or more days = 25
Mode of transport to campus
Bus = 6
Car = 22
Bicycle = 0
Other = 3 (carpool, taxi, walk)
Classrooms
Desks and chairs are a little too small.
Need more space to do our work.
Very accessible by motorized wheelchair, easy to move around.
Should be well-lit inside and outside. Enough desks for all student accommodations.
The classrooms are good for all students of DSPS. Records, lectures, note takers, and for the sight impaired. It's all good!
These rooms are too crowded.
The classrooms that are lab rooms in the biology building are not accessible, there are too many desks, stairs and double doors, and is always locked. Wheelchairs can't fit through.
Need more ventilation or better AC.

Contra Costa College

Classroom numbering in some buildings is confusing.

Have heard a student complain about no elevator in Gym Annex where classes are held.

Windows damaged, old classrooms.

The doors to everything on campus are heavy without working buttons, DSPS' new office no exception.

Restrooms

Restrooms are great!

Space for special bowl for disabled students is easy to use.

Needs automatic fragrance spray and ventilation and bigger trash bins.

Sometimes location is not good, depending on which building you're in.

Small stalls in H-building.

The restrooms in the B-building are run down. The seat in the handicap stall is always broken. None of the entry doors on restrooms have auto open for wheelchairs. I get trapped in restrooms all the time.

Easily accessible.

Stall doors/ locks not working properly.

Contra Costa College

Difficult to find without building map located at entrances and signage in hallways.

Stink, needs remodelling.

Some of the automatic faucets don't work (i.e. P.S. Building women's bathroom).

Facilities

Great.

A corner with manual lever to raise or lower computers is convenient.

The labs in CTC are cramped, not enough desk space side to side, or front to back. I only fit in the back row.

Easily accessible.

Please update the High Tech Center hours.

Food service, student union, bookstore

Bookstore is a bit small for wheelchair access. Food service is good and student union is helpful.

Very good.

Bad access for student union and bookstore. Good access to food service.

The book store is hard to maneuver for anyone in a walker, chair, or on crutches.

Contra Costa College

Bookstore doorway is a little small. Hours are too random.

Healthy food options are limited.

When is the button to the bookstore door going to be fixed?

Campus pathways

OK.

Well-organized and easy to navigate.

Should have at least two different exits and entrances for each building.

Very steep.

In front and behind H-building is cracked, crooked, slanted to the side, and dangerous for anyone.

I am blind and I sometimes have problems with trucks being parked in the middle of pathways. These trucks block my path and I have to walk around them. Sometimes, I also bump into them.

Campus is built on a hill and can be very inaccessible for disabled students. However the new pathway near the AA leveled the ground a tad.

With no place to store anything, those of us with upper back and neck problems are put at a disadvantage. We should not have to choose between bringing needed materials or hurting ourselves.

Campus pick-up/ drop-off zones

Very accessible.

Contra Costa College

Prohibit cars on sidewalks, walkways. Need benches and lighting at night.

Need more light at night near the DSP parking stalls.

These are a joke due to lack of police services enforcement regarding double parking, blocking others that are parked and through traffic.

Perfect.

Need to be better marked.

Cars stop in the middle of traffic areas to let students out of car or to pick them up rather than pulling up out of the way.

Crowded.

Faculty offices

Good.

Convenient hours for students to drop by. Some offices are too small for wheelchair access but depends on how the instructor manages.

Sometimes inconvenient depending on instructor.

Very cramped/ too small/ narrow.

Small, wheelchairs barely fit. I always feel cramped in all counselors' offices.

Contra Costa College

They are perfect.

Rug causes wheelchair to get stuck, so I bought plastic mats for the counseling office.

Needs remodelling.

Administrative offices

Good.

Need to be here for longer times.

Very spacious, very informative, and helpful. Gives priority to students in need most.

Very helpful and accessible.

Admin. is well known for working with DSP!!! Mr. Williams.

Cramped and far away.

Needs remodelling.

Physical education/ sports facilities

UPDATE everything!!

Good access.

Contra Costa College

The upstairs is a joke, can't even get there. The doors on either side of the GA are usually broken. And the ones to the basketball gym have to be pulled open. The paths all around are narrow and dangerous.

Door opener from men's locker room to pool does not work.

Needs remodelling.

The turf is horrible! And the bleachers could use a fixing too.

Campus signs and maps

Very helpful.

OK.

Informative and straightforward, easy to read and to navigate

Need more - make more visible.

Too small.

Even the new ones are ineffective and placed in precarious positions especially on the stairs up to B-building from H-building.

Signs not prominent and maps are difficult to locate sometimes.

Bad and you can't see the map.

Contra Costa College

What maps?

Much better.

Need update.

Make finding accessible routes easier. Note "uphill" routes.

Do you have other accessibility concerns?

Some crossings in crossroads do not have ramps for wheelchair access.

Too many to mention, biggest concern is the bridge; and the art building and music building are death traps.

Not enough parking for people with disabilities - AND not enough parking enforcement of disabled spots.

The AA building's main entrance does not have a button to automatically open the double doors.

Lot 15 should be all disabled parking. I almost have to wait 10-15 minutes for an opening. To park behind the music building is too long a walk on crutches. I hope there will be enough disabled parking by the new student services center. Security should monitor non-disabled students using their parents' placards.

There are no tactile areas marked at the top of stairs or at curb ramps.

Elevators. The other 2-story building we have, GA, has no elevator or disabled access whatsoever!

Contra Costa College

We need lockers!

Do you use the Disabled Student Services and Programs at your campus?

Yes = 12

No = 12

No response - 2

Comments

The services are great and the staff is wonderful and very helpful. I'm so glad to be a part of this program.

Have had problems with audio books not lining up with textbooks.

The administration may not understand how important student supportive services are to those with mental disabilities. If it was not for Ms. Y. Farr, I would not transfer, receive 3 AA, nor understand how to cope with my disability.

Helpful.

A huge number of our doorknobs are not in accordance with the disabilities act!

DSPS is really helpful and understanding. Thank you for playing a key role in my goal to return to the working world.

Diablo Valley College
of Surveys = 39
New Students = 7
Returning Students = 31
Graduates/ Alumni = 1
Faculty/ Staff = 0
Days per week on campus
One day = 0
Two days = 8
Three or more days = 31
Mode of transport to campus
Bus = 13
Car = 27
Bicycle = 0
Other = 1 (walk)
Classrooms
Easy to access all classes within the 10-minute time frame. It would be better if there were more wheelchair ramps available to get to the Advanced Tech. Center from Math building.
Broken and uncomfortable chairs.
Some of the classrooms are too cold in the Winter. Often classes are full and there are not enough desks.
Can get upstairs SLOWLY
The only problem I have had was taking notes really fast to keep up with the class.
Distracted, classes are too long.
Get bored because the class is very long.
Restrooms
May need to be remodelled.
A bit outdated.
Only one handicap accessible per restroom.
Labs or specialized educational facilities
Great! Easy to access, right in the center of campus, busiest quad area, easy to notice.

Love math, tutoring, and English labs.

OK; difficult to add "stick" (electronic) to transfer info in lab (awkward)

I really like the math lab.

Sometimes full and so you're not able to use the computers.

Food service, student union, bookstore

Hard to carry books and walk with a cane.

Out of the straightaway - need to divert.

Amazing!

Long lines.

Campus pathways

It would be nicer to see more wheelchair accessibility from building to building.

Overgrown bushes and ivy on some pathways.

Very long and steep.

OK.

Have to walk out of the way to get to accessible pathways.

Campus pick-up/ drop-off zones

Not enough drop-off zones available for numerous cars, but easy to access.

Not enough handicap parking spots!

No problems except I wish I had Dial-A-Ride.

Faculty offices

Sometimes hard to find, but for the most part, easy to access.

Small and hard to find, like a maze.

Easy to get to.

Really nice.

Administrative offices

Easy to get to.

OK, but long lines are hard to stand in.

Long lines, not enough people in the office to help out.

Physical education/ sports facilities

Kind of a pain to get to, but easy to access. Far from main campus area.

A bit outdated.

Handicap PE classes not helpful.

Amazing! Coach Mullins is amazing!

Campus signs and maps

Could be a little more descriptive.

Maybe a few more in busy campus areas would be helpful.

Need new maps.

Easy to follow.

More signs needed to direct to SSC.

Helpful.

A realistic visual map view would be helpful.

Forgetful, often get lost.

Should be updated.

Do you have other accessibility concerns?

Elevators are very scary to ride.

I often wonder if the driver and/or passenger of the vehicle parked in the handicap zones were on campus that day to attend classes? Or just using the handicap hanger to secure the spot?

I wish I could receive Dial-A-Ride to get from school to home because I live far away.

Do you use the Disabled Student Services and Programs at your campus?

Yes = 35

No = 3

No response = 1

Comments

Very friendly staff, always willing to help. Very caring and concerned for DVC students.

Very helpful, and keeps me on track.

It is very helpful with my test that I take at the testing center, and also my counselor.

They have always been helpful.

Good service, with helpful people and problem-solvers.

You guys are very helpful!

I like it here.

It would be helpful for me to have a note taker for math.

Good.

I'm new with discovering my disorder.

Great.

Thank you for making DVC a very friendly school to students with disabilities.

Very very helpful!

They treat me well.

Los Medanos College
of Surveys - 12 # New Students - 1 # Returning Students - 9 # Graduates/ Alumni - 2 # Faculty/ Staff - 0
Days per week on campus
One day - 0 Two days - 2 Three or more days - 10
Mode of transport to campus
Bus - 5 Car - 7 Bicycle - 0 Other - 0
Classrooms
The disabled chairs and tables inside of most classes are constantly moved and I have to try to move them back into place to sit. I can't sit in regular desks.
The classrooms are too small and too hot. Too many unneeded chairs. They are not accessible. I have had to sit in the doorway of a classroom because I couldn't get in for the whole semester.
Old, outdated - too hot or too cold.
Seats in class too small. Not enough help for DSPS students for computers, for non-tutor times.
Really small desks - my binder and books always fall off. Having bigger desks would be nice.
Seats are too small to accomodate larger students.
Disabled students should have more space in the classrooms. Classrooms should have more room for the special carpets of disabled students.
They need bigger classrooms for the bigger classes.
Restrooms
Bathrooms are hard because most people use the disabled stalls.
There is only one restroom stall on every floor that my wheelchair can fit into. The others say they are accessible but they are not.
Need more larger stalls in restrooms. Also need tissue dispensers in a higher place. Disabled students can't bend to retrieve tissue.

Los Medanos College
Labs or specialized educational facilities
I had problems accessing the math lab due to the limited disabled parking spaces, but they are now opened up.
There are lots of problems with the labs.
It's crazy to me that DSPS students are not allowed to do homework or work on papers in the High Tech Center.
DSPS center does not provide enough space for the amount of students using the area, especially for those using wheelchairs.
Very helpful.
Food service, student union, bookstore
No room for a wheelchair in student union.
Campus pathways
Why should the smoking section be in the disabled parking area? I have to hold my breath if possible to get to the building or be sick from the smoke if I can't hold my breath. It is causing health issues for me.
They need to fix some of the bumps that are on campus so I don't fly out of my chair as much.
Campus pick-up/ drop-off zones
They are very good.
Fix yellow bumps they make me fly out of my chair.
Not enough.
Good.
Faculty offices
No comments
Administrative offices
They are nice. They fix my problems.

Los Medanos College
Physical education/ sports facilities
No comments
Campus signs and maps
The campus doesn't have good signs.
They're so small, I can't see them. They need to be bigger.
Clear and good.
A larger DSPS tutoring sign is needed.
Do you have other accessibility concerns?
There is not enough space for all my complaints.
I have noticed problems with the switches for opening doors.
Do you use the Disabled Student Services and Programs at your campus?
Yes - 12
No - 0
No response - 0
Comments
I wish the library had Braille books and books on tape so I can listen to them.
DSSP is very helpful, but there was a time when I asked for help getting to classes. I was wrongfully told that DSSP doesn't help with that. I protested and the head of the dept. told me that is a service offered by DSSP.
Their new rules suck. They make it hard for me to get things done like printing, tutoring, writing, it just sucks!!!
There needs to be a larger space allocated for the DSPS and High Tech Center. Tables for wheelchair access are also needed.
During testing days the High Tech Center classroom is so packed that students are not allowed to be in there.
Very helpful, but may need more tutors.

APPENDIX III

PUBLIC OUTREACH (PENDING)

APPENDIX IV

FACILITY REPORTS (UNDER A SEPARATE COVER)